



MARY BRAMLETT ELEMENTARY

301 Spruce Street
Gaffney, SC 29340

GRADES PK-5 Elementary School

ENROLLMENT 378 Students

PRINCIPAL Dr. Zara R. Barnhill 864-489-2831

SUPERINTENDENT Dr. William B. James 864-902-3500

BOARD CHAIR Mr. Jerry McDaniel 864-839-6723



THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	9	52	49	3

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 11 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

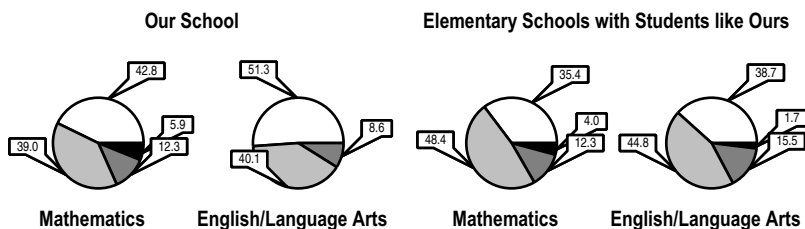
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Below Average	N/A
2002	Below Average	Average	N/A
2003	Below Average	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	30	72	65
Percent satisfied with learning environment	83.3%	89.9%	88.5%
Percent satisfied with social and physical environment	86.7%	90.3%	75.0%
Percent satisfied with home-school relations	50.0%	91.7%	76.6%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	214	98.6	51.3	40.1	8.6	N/A	8.6	17.6
Gender								
Male	116	100.0	52.4	37.9	9.7	N/A	9.7	17.6
Female	98	96.9	50.0	42.9	7.1	N/A	7.1	17.6
Racial/Ethnic Group								
White	59	94.9	41.7	43.8	14.6	N/A	14.6	17.6
African-American	151	100.0	54.1	39.3	6.7	N/A	6.7	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	180	98.9	45.2	45.2	9.7	N/A	9.7	17.6
Disabled	34	97.1	81.3	15.6	3.1	N/A	3.1	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	214	98.6	51.3	40.1	8.6	N/A	8.6	17.6
English Proficiency								
Limited English proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	211	98.6	49.4	41.7	8.9	N/A	8.9	17.6
Socio-Economic Status								
Subsidized meals	199	99.0	51.1	41.5	7.4	N/A	7.4	17.6
Full-pay meals	15	93.3	54.5	18.2	27.3	N/A	27.3	17.6

Mathematics								
All students	214	98.6	42.8	39.0	12.3	5.9	18.2	15.5
Gender								
Male	116	100.0	41.7	39.8	11.7	6.8	18.4	15.5
Female	98	96.9	44.0	38.1	13.1	4.8	17.9	15.5
Racial/Ethnic Group								
White	59	94.9	35.4	43.8	12.5	8.3	20.8	15.5
African-American	151	100.0	45.2	37.8	11.9	5.2	17.0	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	180	98.9	35.5	43.9	13.5	7.1	20.6	15.5
Disabled	34	97.1	78.1	15.6	6.3	N/A	6.3	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	214	98.6	42.8	39.0	12.3	5.9	18.2	15.5
English Proficiency								
Limited English proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	211	98.6	41.1	40.0	12.8	6.1	18.9	15.5
Socio-Economic Status								
Subsidized meals	199	99.0	43.2	38.6	12.5	5.7	18.2	15.5
Full-pay meals	15	93.3	36.4	45.5	9.1	9.1	18.2	15.5

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	65	N/A	58.5	30.8	10.8	N/A	10.8
	Grade 4	73	N/A	41.2	52.9	5.9	N/A	5.9
	Grade 5	64	N/A	57.1	39.7	3.2	N/A	3.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	57	98.2	43.8	39.6	16.7	N/A	16.7
	Grade 4	75	100.0	49.3	40.6	10.1	N/A	10.1
	Grade 5	82	97.6	58.6	40.0	1.4	N/A	1.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	65	N/A	53.8	35.4	4.6	6.2	10.8
	Grade 4	73	N/A	35.3	39.7	11.8	13.2	25.0
	Grade 5	64	N/A	57.1	30.2	11.1	1.6	12.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	57	98.2	41.7	41.7	14.6	2.1	16.7
	Grade 4	75	100.0	36.2	36.2	15.9	11.6	27.5
	Grade 5	82	97.6	50.0	40.0	7.1	2.9	10.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 378)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	2.8%	2.4%
Attendance rate	95.7%	Down from 96.1%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	4.5%	Down from 5.1%	5.2%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	5.3%	No change	8.2%	8.0%
Older than usual for grade	0.8%	Down from 1.3%	2.7%	1.1%
Suspended or expelled	0.8%	No change	0.0%	0.0%

Teachers (n= 34)				
Teachers with advanced degrees	58.8%	Down from 62.5%	46.2%	50.0%
Continuing contract teachers	94.1%	Down from 96.9%	78.1%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	82.6%	Up from 81.9%	80.3%	86.2%
Teacher attendance rate	96.0%	Up from 94.5%	95.0%	95.3%
Average teacher salary	\$43,171	Up 2.3%	\$38,061	\$39,909
Prof. development days/teacher	15.7 days	Up from 15.4 days	13.4 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio	18.2 to 1	Up from 17.6 to 1	17.0 to 1	18.9 to 1
Prime instructional time	89.5%	Up from 88.8%	88.5%	89.7%
Dollars spent per pupil*	\$6,451	Up 3.5%	\$6,737	\$5,892
Percent spent on teacher salaries*	67.6%	Down from 67.8%	63.9%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	90.4%	Up from 86.9%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The students at Mary Bramlett had a year of wonderful and exciting opportunities. We focused on the needs of our students to insure that quality-learning experiences were provided to all students.

Professional development for teachers included: SC READS, SCRI study groups, AIMS Education, Lightspan, ECERS Training, Creative Curriculum.

A Parents and Teacher (PAT) program began for birth to three-year-old children. Home visits, parent education, and parent/child interaction were utilized.

Grades 4K and 5K implemented Creative Curriculum. Staff development for administration and teachers was provided. Additional materials were purchased to enhance the curriculum.

Morning extended day services and an afternoon homework program began for students who scored 'Below Basic'.

Parenting workshops were offered throughout the year in the areas of literacy.

A school-wide schedule allocating a 90-minute period for mathematics was established, which included hands-on activities.

A fifth period was established in grades 3-5 to provide time for students to receive enrichment for acceleration each day at their individual levels.

A school-wide schedule allocating 140-minute period for English/language arts instruction was provided.

Congratulations:

Mrs. Beth Peeler - Teacher of the Year 2002-2003

Mrs. Neeley Parris - Distinguished Reading Teacher 2002-2003

Mrs. Lynn Martin - National Board Certified

Thanks to our teachers/staff, students, and parents for an excellent year.

Dr. Zara Barnhill

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.